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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

# SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

## GRADE 12

## ENGLISH HOME LANGUAGE P1

## NOVEMBER 2020

**MARKS: 70**

**TIME: 2 hours**

**This question paper consists of 12 pages.**

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**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of THREE sections:

   SECTION A: Comprehension (30)
   SECTION B: Summary (10)
   SECTION C: Language in context (30)

2. Read ALL the instructions carefully.

3. Answer ALL the questions.

4. Start EACH section on a NEW page.

5. Rule off after each section.

6. Number the answers correctly according to the numbering system used in this question paper.

7. Leave a line after each answer.

8. Pay special attention to spelling and sentence construction.

9. Suggested time allocation:

   SECTION A: 50 minutes
   SECTION B: 30 minutes
   SECTION C: 40 minutes

10. Write neatly and legibly.

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## SECTION A: COMPREHENSION

## QUESTION 1: READING FOR MEANING AND UNDERSTANDING

Read TEXT A and TEXT B below and answer the questions set.

### TEXT A

### TRIAL BY SOCIAL MEDIA

1 You're in court. A football-sized crowd is screaming obscenities at you from the public gallery. Some shout loudly that they want to do unmentionable things to you. The judge, jury and defence lawyer are nowhere to be seen. Your friendly smile and self-deprecating humour have long gone, replaced by fear and the beginnings of tears. Like an endangered species, you wildly look around for the exit. There isn't one. You're hunted and hated, in equal measure.

2 Welcome to the world of trial by social media.

3 This devastating trend is perhaps one reason why a legal expert has recently urged the justice system to 'catch up with the modern world'. In social media land, inhibitions are lost, opinions freely and brutally given and hard-fought-for reputations can be wrecked by a 'share' or 'angry face'.

4 Just to be really clear though: for the voiceless and unheard many, who have suffered deeply and endured appalling sexual harassment and abuse, social media can be a way of being heard at long last. It takes, and continues to take, huge courage to #metoo[1], and then detail the very abuse that destroyed precious confidence and career prospects. The powerful – be they film directors, politicians or TV hosts (sadly this is not a finite list) – know exactly what they did and are doing. So, I totally understand why many feel that their tweets will be taken more seriously than their talk would be. I too am disgusted by those who trivialise and taunt abuse victims. Abuse of any kind is the problem of the powerful and not that of the powerless.

5 As a lawyer, I am, however, also worried about those with whom I work, and often represent, who can also find themselves at the centre of a different kind of social media feeding frenzy. It could be the business person, whose divorce settlement becomes the focus of a frantic and vicious Facebook debate, or the actor or musician facing a drugs charge. In both cases, any supposed misdemeanours are detailed, documented and dissected on Twitter or Instagram[2], and after a few hundred, then thousand retweets, there's your verdict – 'Guilty!'. The 'trial' has not even reached the courtroom – it's in this sphere that things get tricky.

6 Because most people aren't lawyers and are just not familiar with the rules surrounding current court cases, anyone can allege that you or I are 'as guilty as sin', even before we've stepped inside a courtroom. Journalists representing the traditional media could be charged if their reporting and/or news coverage prejudices or influences a trial in any way. News organisations can be heavily fined if they break this code, and cases can be thrown out of court, at great expense to the taxpayer, if the judge feels that inappropriate reporting or comments has prejudiced the integrity of a trial.

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7 Freedom of speech, of course, is paramount. But laws about defamation aim to protect reputations. If false claims are made, and we have worked our socks off building a credible brand or career for years, and we're rubbished unfairly, our lives could be in tatters. Defamation jeopardises not only our ability to earn, but also our mental health. Even the safety, privacy and dignity of our friends and family are compromised. The good news is, we have a right to reply, and can choose to take the accuser to court if we are brave enough to do so.

8 Social media knows no boundaries. You'll find the cyber-libeller[3] potentially on every phone and on every discussion-focused app, virtually, anywhere in the world. It does not matter whether you're uploading an opinion in Cape Town or Cairo, subscribe to the feed, and you'll be fed whatever rage, bile or untruth the source spews about the alleged crime.

9 I hope the legal fraternity who are gathering evidence about defamatory comments will acknowledge that the social media giants have moved a long way from their original intention – to allow people to connect with one another. These organisations are now publishers, whether they like it or not, and, believe me, They. Do. Not. Like. It.

10 Of course, you and I ought and should be able to 'have our say' online. But, if we overstep the mark, perhaps more and more of us will face the legal consequences of our actions. However, is it not also fair that the Facebook and Instagram Twitterati take their share of the cyber-libel load too? I think so.

[Adapted from www.huffingtonpost.com]

**GLOSSARY:**

[1]#metoo: In the context of the passage, #metoo refers to a group of people who have experienced abuse.
[2]Instagram: a social media platform on which people share images/photographs/ media clips
[3]cyber-libeller: someone who spreads lies via electronic media

**AND**

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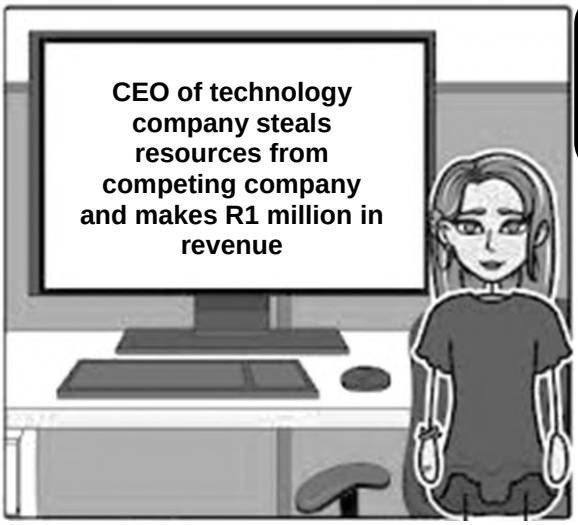
**TEXT B**

**FRAME ONE**

**Thou shalt think about the social consequences of the programme you are writing or the system you are designing.**

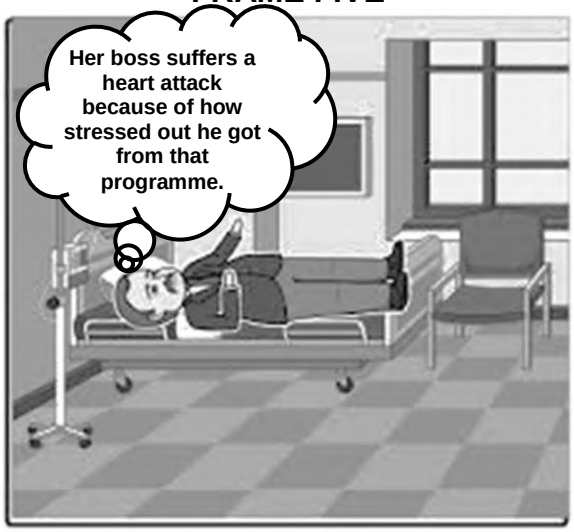
**FRAME TWO**

**FRAME THREE**




**FRAME FOUR**

**FRAME FIVE**




**FRAME SIX**

[Adapted from www.googlecomics.com]

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## QUESTIONS: TEXT A

1.1 Account for the writer's use of, 'You're in court' (line 1) as the opening sentence. (2)

1.2 Refer to paragraph 3.

Explain why the writer states that the justice system needs to 'catch up with the modern world' (line 9). (2)

1.3 Refer to paragraph 4.

Discuss why the writer sympathises with those who participate in the #metoo movement. (2)

1.4 Discuss the writer's inclusion of the aside '(sadly this is not a finite list)' (line 17). (3)

1.5 Refer to paragraph 4, lines 18–20 ('So, I totally … taunt abuse victims') and paragraph 5.

Assess the extent to which the writer's viewpoint in paragraph 5 contradicts her sentiments expressed in lines 18–20. (3)

1.6 Comment on the writer's diction in lines 40–42, 'If false claims … be in tatters'. (3)

1.7 Comment on the writer's tone in paragraph 8. (3)

1.8 Discuss critically the impact of 'They. Do. Not. Like. It.' (line 55), in the context of paragraphs 9 and 10. (3)

## QUESTIONS: TEXT B

1.9 Assess the sincerity of the boss's thoughts in FRAME 5. (2)

1.10 Refer to FRAME 6.

Critically comment on the verdict passed by the judge in the context of the cartoon as a whole. (3)

## QUESTION: TEXTS A AND B

1.11 To what extent does TEXT B support the writer's argument in paragraph 7 of TEXT A? Justify your response by making close reference to BOTH texts. (4)

**TOTAL SECTION A: 30**

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## SECTION B: SUMMARY

### QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C provides insight into the importance of verbal communication in the field of technology. Summarise, in your own words, **the reasons for every employee in the field of technology improving his/her communication skills**.

**NOTE:**
1. Your summary should include SEVEN points and NOT exceed **90 words**.
2. You must write a fluent paragraph.
3. You are NOT required to include a title for the summary.
4. Indicate your word count at the end of your summary.

**TEXT C**

**SPEAK UP!**

Verbal communication poses a challenge to many people in the field of technology. This can prevent a technology rockstar from reaching his full potential. Honing one's ability for concise and effective communication at work is important.

In technology, like any other field, you are a leader or you are a follower. To be a leader requires effective communication. Effective communication isn't necessarily speaking in front of a large audience. The audience could be one co-worker, your manager, or a group of like-minded individuals. The ability to articulate a message is your chance to translate and transfer your ideas, your knowledge and your requirements to others. This is the protocol for exchanging information.

A technically astute individual may be overlooked in favour of his less proficient, but 'outgoing', counterparts. This creates a lot of frustration. Addressing personal challenges with effective oral communication is as important as sharpening technical skills. While many find public speaking frightening, they need to reaffirm their potential. There is absolutely no reason why a tech-savvy introvert cannot deliver an effective presentation, harnessing the full power of his thought processes.

The fear of speaking is said to be greater than the fear of death. Developing effective communication skills will help you become a bit more comfortable when addressing an audience. Maybe, just maybe, you can get to the point where you can compare speaking to something a little less dramatic than death (for example, paying taxes). In the end, the absolute best conversations that can be had are when you can simply be yourself. Nothing turns off an audience, especially a technical audience, more than when they sense that someone isn't being genuine.

A good speaker is receptive to signals from the audience, which will enable him to improve on his delivery. Our jobs are ultimately more than just technology. Our jobs involve many soft skills areas, including the ability to communicate effectively. Although verbal communication can be particularly challenging, it is also necessary. Many people who are successful in the world of technology have struggled with their ability to comfortably and effectively communicate with others. By identifying the problem and polishing these skills, anyone can become a more effective communicator. The skill of effective communication is very important and will allow an employee to unleash his full potential in a career in technology.

[Adapted from www.packetpushers.net]

**TOTAL SECTION B: [10]**

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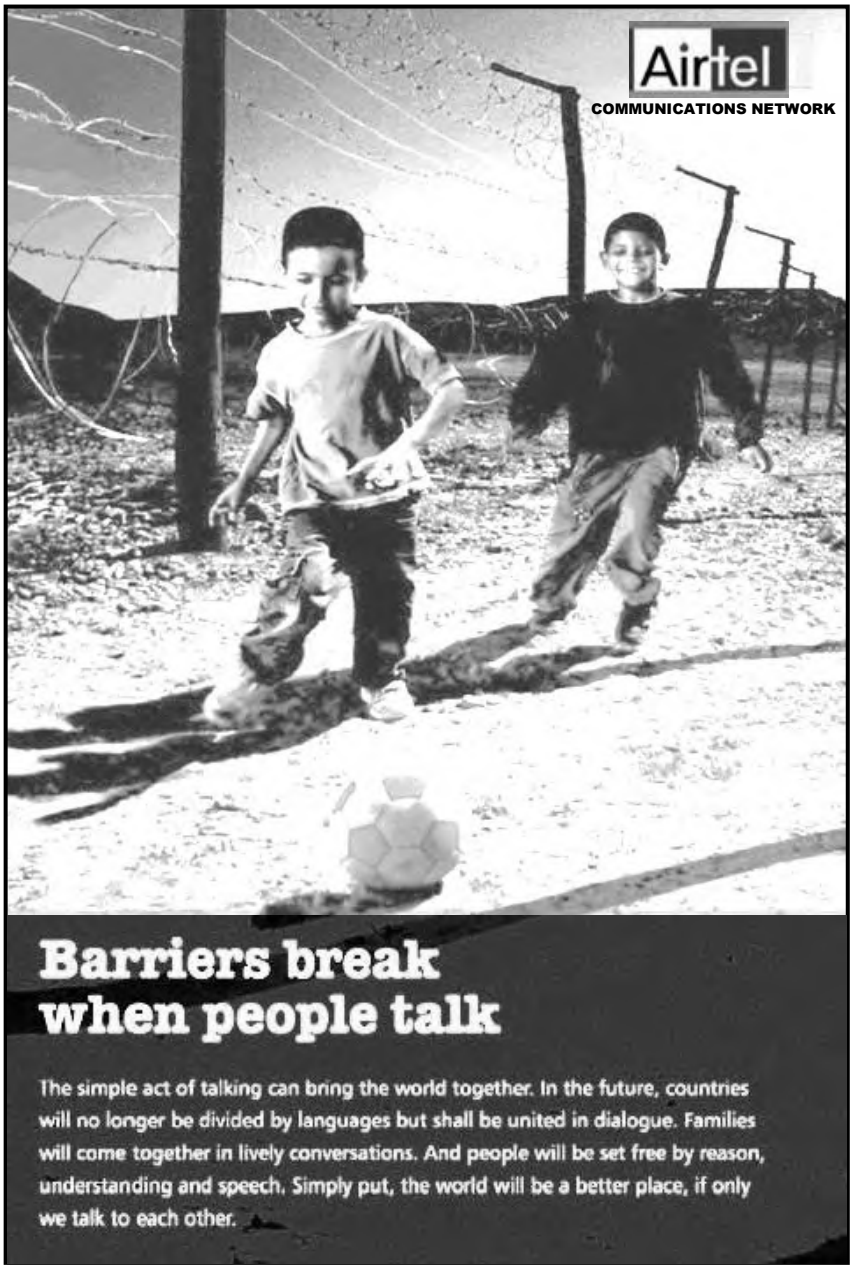
## SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

## QUESTION 3: ANALYSING ADVERTISING

Study the advertisement (TEXT D) below and answer the set questions.

**TEXT D**




[Source: www.business.rediff.com]

**The text in small font reads as follows:**

**Barriers break**
**when people talk**

The simple act of talking can bring the world together. In the future, countries will no longer be divided by languages but shall be united in dialogue. Families will come together in lively conversations. And people will be set free by reason, understanding and speech. Simply put, the world will be a better place, if only we talk to each other.

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**QUESTIONS: TEXT D**

3.1 'Barriers break/when people talk'

Explain how this headline is intended to influence the reader. (2)

3.2 What is the advertiser's intention in referring to future events? (2)

3.3 Is the visual image suitable for this advertisement? Substantiate your response. (3)

3.4 Study the language in the written text: 'The simple act … to each other.'

Discuss how the advertiser succeeds in juxtaposing division and unity to convey his/her message. (3)
**[10]**

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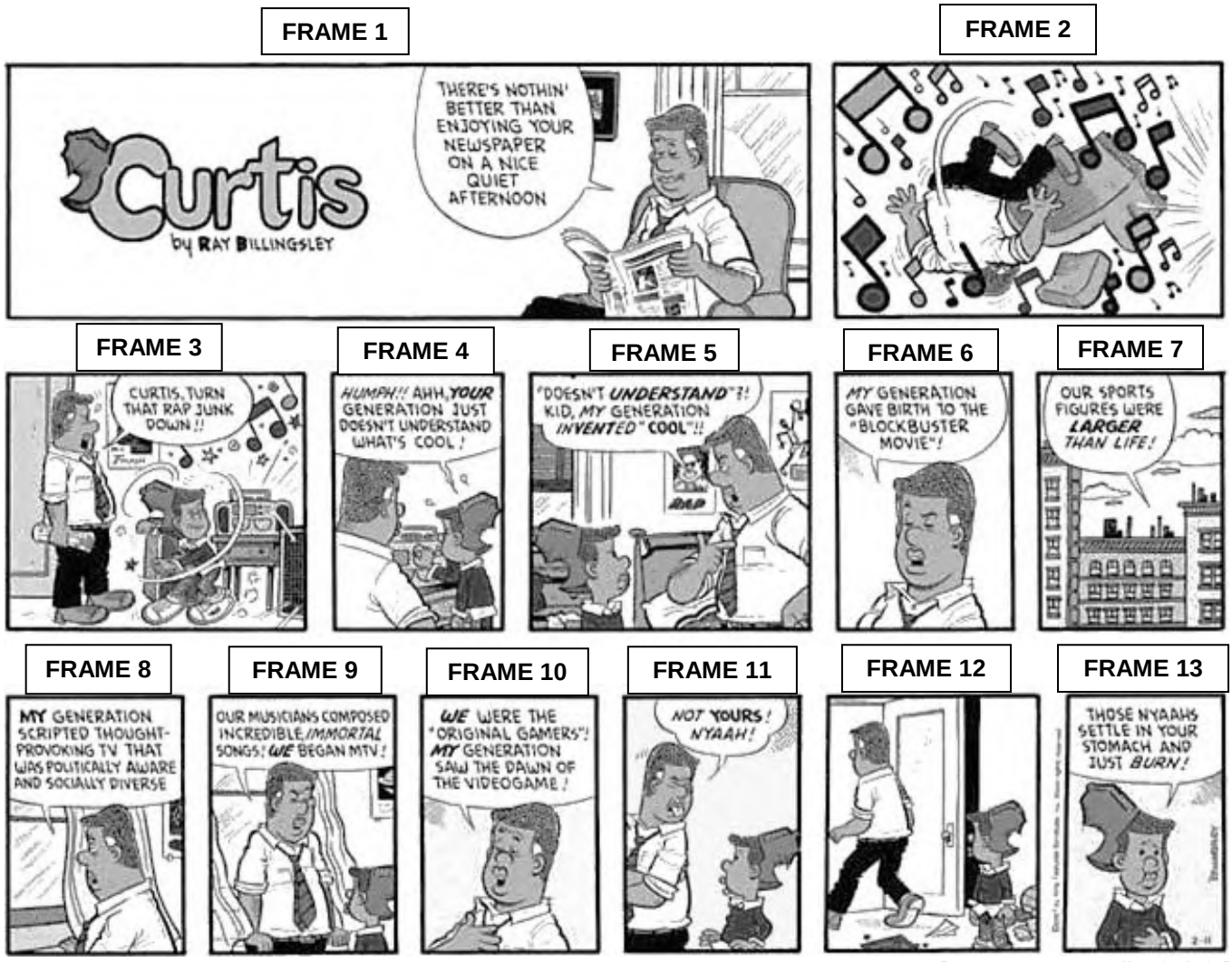
## QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT E and answer the set questions.

### TEXT E: CARTOON




[Source: www.callcafe.info]

### QUESTIONS: TEXT E

4.1 Account for the father's being ejected from his armchair, in FRAME 2. (2)

4.2 Refer to FRAME 4.

Identify TWO ways in which the cartoonist shows the boy's annoyance. (2)

4.3 Refer to FRAMES 6–10.

Why do you think the boy does not say anything in these frames? (3)

4.4 Refer to FRAME 11 and FRAME 12.

In your view, is the absence of speech in FRAME 12 effective in conveying the cartoonist's message? Justify your response by a close study of FRAME 11 and FRAME 12. (3)

**[10]**

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## QUESTION 5: USING LANGUAGE CORRECTLY

Read TEXT F, which contains some deliberate errors, and answer the set questions.

### TEXT F

**IT'S TIME TO BREAK UP ... WITH PLASTIC**

1 'There are plenty of fish in the sea', or so the saying goes – frequently used words to give comfort when you're ugly-crying into your pillow after having a difficult break-up. What's perhaps not comforting is the frequently sited figure that there will be more plastic in the sea than fish by 2050. A humbling statistic, and it's no surprise considering one rubbish truck of plastic is dumped into the sea every minute.

2 We need to break up with plastic – ending the toxic relationship. Here's a quick task – open the fridge and grocery cupboards and take out everything you find that's made of plastic. Cartons of milk, tubs of yoghurt, bags and punnets of fruit and vegetables, packets of pasta, polystyrene-clad meat and fish.

3 It's totally chilled, though, because you recycle, right? Of all the plastic that you found in your kitchen alone, more than 60% are unable to be recycled. Recycling is the fairy tale we've all been brainwashed into accepting as a silver bullet: that if we separate our waste, it will all be taken somewhere by some magical people.

[Adapted from *Cosmopolitan*, May/June 2019]

### QUESTIONS: TEXT F

5.1 Explain the idiom, 'There are plenty of fish in the sea' (line 1). (1)

5.2 Refer to lines 2–3.

5.2.1 'you're ugly-crying into your pillow after having a difficult break-up.'

5.2.2 'you're ugly; crying into your pillow after having a difficult break-up.'

Explain the differences between the two sentence fragments quoted above. (2)

5.3 A word has been used incorrectly in the second sentence, 'What's perhaps not … fish by 2050.'

Write down the correct word. (1)

5.4 Give the noun form of 'toxic' (line 7). (1)

5.5 Refer to lines 9–10: 'Cartons of milk, tubs of yoghurt, bags and punnets of fruit and vegetables, packets of pasta, polystyrene-clad meat and fish.'

Rewrite the above as a complete sentence. (1)

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5.6 Refer to line 11.

Replace the word 'chilled' with a formal English word. (1)

5.7 Refer to paragraph 3.

5.7.1 Identify and correct the error of verb tense.

5.7.2 Correct the concord error. (2)

5.8 Provide a suitable word for the expression 'silver bullet' (line 13). (1)
**[10]**

**TOTAL SECTION C: 30**
**GRAND TOTAL: 70**

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# SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

## GRADE 12

## ENGLISH HOME LANGUAGE P1

## NOVEMBER 2020

## MARKING GUIDELINES

**MARKS: 70**

**These marking guidelines consist of 9 pages.**

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**NOTE:**

- **These marking guidelines are intended as a guide for markers.**
- **It is by no means prescriptive or exhaustive.**
- **Candidates' responses should be considered on merit.**
- **Answers should be assessed holistically and points awarded where applicable in terms of decisions taken at the standardisation meeting.**
- **The marking guidelines will be discussed before the commencement of marking.**

**INSTRUCTIONS TO MARKERS**

**Marking the comprehension:**

- Because the focus is on understanding, incorrect spelling and language errors in longer responses should not be penalised unless such errors change the meaning/understanding. (Errors must still be indicated.)

- If a candidate uses words from a language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise. However, if a word from another language is used in a text and required in an answer, this will be acceptable.

- For **open-ended questions**, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.

- No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

- When one-word answers are required and the candidate gives a whole sentence, mark correct provided that the correct word is underlined/highlighted.

- When two/three facts/points are required and a range is given, mark **only** the first two/three.

- Accept dialectal variations.

- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND/OR the answer written out in full.

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## SECTION A: COMPREHENSION

## QUESTION 1: READING FOR MEANING AND UNDERSTANDING

1.1 The writer gives the context of her argument/involves the reader in the discussion that will ensue./ The writer uses a short 3-word sentence for a dramatic start or introduction/gives an immediate setting/evokes curiosity.

[Award 2 marks for any ONE point.] (2)

1.2 The justice system is lagging behind. (2)

1.3
- Participants in the #metoo movement, were victims of abuse, and by joining #metoo, they are reliving their own abuse.
- The writer sympathises with the victims because some people taunt and trivialise their experiences when they share it on social media.
- It is difficult to share traumatic experiences of very sensitive, private issues; it requires great courage and strength to do so.
- The victims of abuse ('voiceless and unheard many') are powerless in the face of powerful people and have no choice but to revert to social media.

[Award 2 marks for any ONE point.] (2)

1.4
- The writer implies that there are many powerful people, in addition to well-known public figures, who are guilty of abuse. The word 'sadly' implies that it is a travesty of justice that not all perpetrators are brought to book.

- Credit candidates who make reference to the aside as a stylistic device, e.g. the writer uses the aside to emphasise his attitude toward powerful people who abuse others./The writer is confiding in the reader.

[Credit a mixed response.] (3)

1.5 In paragraph 4, the writer is sympathetic toward victims of abuse and justifies their exposure of perpetrators. Trial by media is deemed acceptable in these instances. In paragraph 5, as a lawyer, her sympathy is directed to those whom she knows and represents. She opposes the 'social media feeding frenzy' that is unleashed before an actual hearing in court. Her partisan approach is evident. (3)

1.6 The writer uses emotive/credible expressions, e.g. 'our lives could be in tatters' to evoke the reader's sympathy for those unfairly targeted by social media users. Colloquial phrases, e.g. 'worked our socks off' and 'rubbished unfairly' engage the reader in the writer's frustration that his hard work was to no avail. It also conveys the writer's indignation at the impact of character assassination on individuals.

[Award 3 marks for a discussion of any TWO examples of diction.] (3)

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1.7 The writer's tone is one of frustration and anger as he acknowledges that there is no recourse or consequences for what people post on social media platforms. The neologism 'cyber-libeller' hints at a menacing presence on social media. False accusations cross borders, reaching global audiences, as highlighted in 'Cape Town or Cairo'. The writer's rejection of this practice is evident in the metaphors relating to vile images of 'bile' being 'spewed' out by those who wish to destroy others. The writer is disgusted.

[Award 3 marks for the identification of tone, and a discussion.]
[Accept synonyms that have negative connotations.] (3)

1.8 Initially, social media were created to connect people on a global scale. They were not held accountable for posts on these platforms. Their defiance at being regarded as publishers who can be held accountable, is emphasised by the staccato style/the isolation of each word as a separate 'sentence' in, 'They. Do. Not. Like. It.' In paragraph 10, the writer concludes that social media giants should take responsibility for libellous acts stemming from the abuse of their platforms. She appeals to the reader personally, by posing a question which she answers in a definitive, subjective manner.

[Credit valid alternative responses.] (3)

1.9 The boss seems insincere and appears to over-react to his circumstances. He is already thinking of a headline that will negatively affect his employee.

[Consider 'sincere' as a response, with convincing motivation.] (2)

1.10 The main message of the cartoon is the impact of using social media as a platform to malign someone without justification. An appropriate verdict is passed as the judge finds the young woman guilty of defaming her boss. This is significant as the wrongdoer is correctly identified.

[Consider valid well-motivated responses that show that the woman was unfairly judged.] (3)

1.11 Text B fully supports the writer's argument in paragraph 7 of Text A that people are judged without a fair trial. The judge presents a verdict arising from the woman's actions. The fate of the CEO is determined by an individual's personal feelings which damaged his reputation and had serious consequences for his health.

[Consider valid, alternative responses.]
[Award full marks only if the candidate has referred to BOTH texts.] (4)

**TOTAL SECTION A: 30**

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## SECTION B: SUMMARY

## QUESTION 2: SUMMARISING IN YOUR OWN WORDS

Use the following main points that the candidate should include in the summary as a **guideline**.

Any 7 valid points are to be credited in paragraph-form.

(Sentences and/or sentence fragments must be coherent.)

| NO. | QUOTATIONS | NO. | POINTS |
|---|---|---|---|
| 1 | 'reaching his full potential.' | 1 | Effective communication enables one to maximise one's potential. |
| 2 | 'To be a leader requires effective communication.' | 2 | A good communicator stands a better chance of being a leader. |
| 3 | 'The ability to articulate a message is your chance to translate and transfer your ideas, your knowledge and your requirements to others.' | 3 | Knowledge/ideas/requirements is/are shared through verbal communication. |
| 4 | 'A technically astute individual may be overlooked in favour of his less proficient, but 'outgoing', counterparts.' | 4 | A more articulate employee will be favoured over a technologically knowledgeable individual. |
| 5 | 'Addressing personal challenges with effective oral communication is as important as sharpening technical skills.' | 5 | A good speaker can overcome obstacles easily. |
| 6 | 'they need to reaffirm their potential'/ 'The skill of effective communication is very important and will allow an employee to unleash his full potential in a career in technology.' | 6 | The full potential of the employee comes to the fore. |
| 7 | 'There is absolutely no reason why a tech savvy introvert cannot deliver an effective presentation, harnessing the full power of his thought processes.' | 7 | The technically minded employee who improves his oral communication will stimulate his cognitive processes. |
| 8 | 'Developing effective communication skills will help you become a bit more comfortable when addressing an audience.' | 8 | Improving communication will put the employee at ease in the presence of an audience. |
| 9 | 'you can simply be yourself'/'Nothing turns off an audience … more than when they sense that someone isn't being genuine.' | 9 | Being more fluent allows the individual to be more authentic and credible. |
| 10 | 'A good speaker is receptive to signals from the audience, which will enable him to improve on his delivery.' | 10 | A speaker who can interact with the audience develops more confidence. |
| 11 | 'Our jobs are ultimately more than just technology. Our jobs involve many soft skills areas, including the ability to communicate effectively.' | 11 | Soft skills are enhanced through effective communication. |

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**PARAGRAPH-FORM**

**NOTE:** What follows is merely an example. It is not prescriptive and must be used very carefully.

| |
|---|
| Effective communication enables one to maximise one's potential, therefore, a good communicator stands a better chance of being a leader. Knowledge is shared through verbal communication thus a more articulate employee will be favoured over a technologically knowledgeable individual. Furthermore, s/he can overcome obstacles easily. The technically-minded employee who improves her/his oral communication will stimulate her/his cognitive processes, unleashing her/his full potential. Improving communication will allow for credibility and authenticity. Furthermore, interaction with the audience results in the speaker developing more confidence. Finally, soft skills are enhanced through effective communication.<br>(90 words) |

**Marking the summary:**

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

The summary should be marked as follows:

- **Mark allocation:**
  - 7 marks for 7 points (1 mark per main point)
  - 3 marks for language
  - Total marks: 10

- **Distribution of language marks when candidate has not quoted verbatim:**
  - 1–3 points correct: award 1 mark
  - 4–5 points correct: award 2 marks
  - 6–7 points correct: award 3 marks

- **Distribution of language marks when candidate has quoted verbatim:**

  - 6–7 quotations: award no language mark
  - 1–5 quotations: award 1 language mark

**NOTE:**

- **Word Count:**
  - Markers are required to verify the number of words used.
  - Do not deduct any marks if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly. If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

**TOTAL SECTION B: 10**

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## SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

### Marking Section C:

- Spelling:
  - One-word answers must be marked correct even if the spelling is incorrect, unless the error changes the meaning of the word.
  - In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
  - Where an abbreviation is tested, the answer must be punctuated correctly.
- Sentence structures must be grammatically correct and given in full sentences/as per instruction.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND/OR the answer written out in full as correct.

### QUESTION 3: ANALYSING ADVERTISING

3.1 The use of alliteration/large font encourages the reader to reflect and to communicate freely/without restraint.

[Award only ONE mark for a mere identification of the literary device/font.] (2)

3.2 The advertiser wishes to convince the reader that Airtel will revolutionise communications across the globe./The advertiser makes the reader optimistic that their children can look forward to a future where improved communication can lead to unity.

[Award 2 marks for any single point.] (2)

3.3 YES

The concept of barriers is illustrated by the barbed wire fence in the background. The two boys are oblivious of the barrier and are communicating through the medium of sport. They are presented as uninhibited and free and happy. Airtel claims to transcend barriers and provide opportunities for international communication.

**OR**

NO

No communication is evident in the visual. The two boys are presented within the confines of a barbed wire fence. The product is not clearly represented in the visual.

[Award 3 marks ONLY if both the boys and the fence are well discussed.]
[Accept valid, alternative/mixed responses.] (3)

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3.4 The advertiser acknowledges that language is used as a barrier to living in harmony. The use of emotive phrases, such as, 'simple act', 'set free', 'bring the world together' and 'united in dialogue' persuades the reader that a communication network such as Airtel is a necessity. Unity and division are juxtaposed: countries would be 'united in dialogue' instead of being 'divided by languages'. This antithesis contrasts the concepts of separation and harmony.

(3)

[Award 3 marks for TWO points, well-discussed.]

**[10]**

## QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 The father has been jolted from his armchair by the volume of his son's rap music./His peaceful afternoon has been disrupted by the loud rap music. (2)

4.2
- The interjection '*HUMPH*!!'
- The word '**YOUR'** in bold font.
- The droplets flying from the boy's head.
- Turning his head aside.
- The jagged line in the speech bubble

[Award 2 marks for any TWO points.] (2)

4.3 Curtis is silent in frames 6–10 during his father's boastful monologue about the contribution his generation made to the world. He is so astounded/amazed by his father's passionate response in defending his generation that Curtis has no words to say.

[Consider valid alternative responses, on merit.]
[Award 3 marks for TWO points well-discussed.] (3)

4.4 YES
The cartoonist wishes to portray the wide gap between generations and uses the difference between the boy's and his father's choice of music. In Frame 12, the father has had his say and leaves the room, leaving Curtis speechless. In Frame 11, the childish 'NYAAH!' and the tongue being stuck out shows the reader the father's immaturity. Curtis's silence indicates how dumbfounded he is.

[A 'NO' response is unlikely. However, consider each response on its merit.] (3)
**[10]**

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## QUESTION 5: USING LANGUAGE CORRECTLY

5.1 There are many alternatives/other options/choices/people.

[Credit valid alternative responses.] (1)

5.2 5.2.1 ugly-crying: participle/compound word/
It describes the manner in which the person cries.

5.2.2 ugly; crying: adjective and verb/
'Ugly' refers to the physical description of the person and 'crying' shows the action. (2)

5.3 'sited' – cited

[The spelling must be correct.] (1)

5.4 'toxic' – toxin/ toxicity/toxicology/intoxication

[Credit valid alternative responses.] (1)

5.5 You will find …/There are …/There will be …

[The main clause may be at the end of the sentence.]
[Accept valid alternative responses.] (1)

5.6 fine/acceptable/satisfactory

[Accept valid alternative responses.]
[Do not accept 'okay'.] (1)

5.7.1 found – find (1)

5.7.2 '60% are' – 60% **is** (1)

5.8 'silver bullet' – solution/panacea/ (an) answer/remedy

[Accept valid alternative responses.] (1)
**[10]**

**TOTAL SECTION C: 30**
**GRAND TOTAL: 70**

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